

**THE USE OF TWO STAY TWO STRAY (TS-TS) STRATEGY
TO IMPROVE READING COMPREHENSION OF REPORT TEXT
OF THE ELEVENTH GRADE STUDENTS AT SMAN 10 MAKASSAR**



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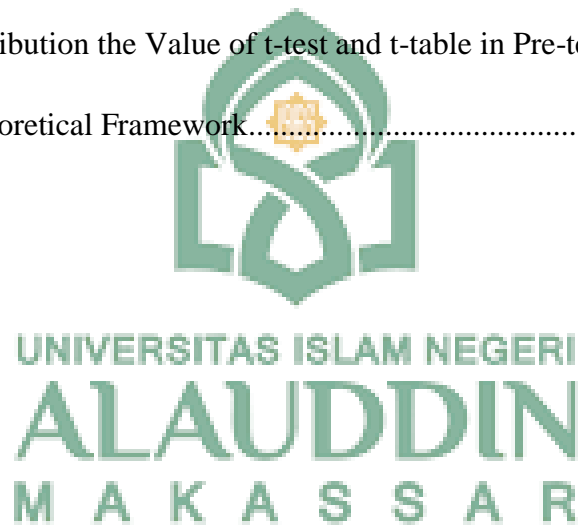
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ABSTRACT

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The aim of this research to find out the effectiveness of using Two Stay Two Stray (Ts-Ts) Strategy to improve reading comprehension of report text. The research question of this research was "is the use of Two Stay-Two Stray (Ts-Ts) Strategy effective to improve students' reading comprehension of report text of Eleventh Grade Students at SMAN 10 Makassar?". This research was conducted at SMAN 10 Makassar.

The research applied pre-experimental design which was focus on Non-Equivalent Controlled Group Design. The population of this research was taken from the eleventh Grade Students of SMAN 10 Makassar who enroll in academic year 2020/2021. The sample was chosen randomly, 15 students from class XI IIS 1 as experimental class. This class was given pre-test and post-test through Zoom Meeting and Whatsapp application. The instrument was used multiple choice to collected the data which focused on reading comprehension of report text.

The Statistical Package for the Social Sciences (SPSS) was employe to make the data was easy to anylized. After calculating all the scores, then the t-test was applied to know whether there was an improvement or not on the students' skill in reading comprehension of report text.

The findings showed that there was a significant difference in pre-test and post-test. The mean score and standar deviation in pre-test ($M=61.0$, $SD=7.5$) and post-test ($M=78$, $SD=9.6$). The result of data analysis was implied that two stay-two stray (TS-TS) strategy had contribution to improve the students' skill in reading comprehension of report text.

Based on the research findings, the researcher was concluded that using two stay- two stray was effective to enhance the students' skill in reading comprehension of report text at eleventh grade students of SMAN 10 Makassar.

Keywords: reading comprehension, two stay two stray (TS-TS) Strategy, report text.

CHAPTER I

INTRODUCTION

A. *Background*

English is a global language that has been taught as a foreign language in many countries, including in Indonesia. Based on the educational system in Indonesia English has been taught from the Elementary school until at University. There are four skills in learning English such as reading, speaking, listening, and writing. One of the skills is reading, this skill should be mastered by the students. Through reading, many knowledge, information and ideas can be gained. As we know, there are many information are written in English. Therefore, reading ability is important skill for the students.

Deboer (1964: 17) said that reading is much more complex process. Reading is an activity which involves comprehension and interpretation of ideas symbolized by written or printed language. Then, reading is not only sounding of words but also construct a meaning.

According to Cameron (2001) reading is actually about understanding, it is not only to understand the word or code but also grasp the message that is conveyed of the text. Reading can be seen as an interactive process between a reader and a text (Alyousef, 2005: 2).

In Senior High School reading is one of the skills in learning english. Reading is taught by using genre based approach. Husna 2013 stated that there are twelve genres that are taught to senior high school students, those are:

narrative, descriptive, recount, report, procedure, news item, anecdote, explanation, discussion, exposition, information, and review. One of them is report text. Report text is a text that has to be learnt in eleventh grade students of Senior High School. It is stated in 2013 curriculum syllabus English in Senior High School 10 Makassar.

Based on Mickulecky and Jefferies (1996:150) There are specific skills involved in reading such as finding main ideas, identifying detailed information, understanding vocabulary, and making inferences. Most of the students assumed that reading is difficult. It caused the students are not mastered these skills. Moreover, if the text are written in English.

Based in the pre-observation that the researcher had been doing before at senior high school 10 Makassar, the researcher was give a report text for the students, and then the researcher asked them to read the text and then asked the students to answer the questions, and the results showed that these students faced difficulties in answering questions related to all four aspects of reading comprehension, i.e. finding the main idea, identifying detail information, interpreting the meanings of words and making inferences.

According to Kaharuddin and Ismail (2019), there are some factors cause students' low English proficiency. They are:

1. The quality of curriculum and teaching materials (how curricula and teaching materials are designed),
2. Teachers' competencies (level of knowledge, expertise, and experiences),

3. Learning situations (number of students, room size, and learning facilities),
4. Learners' attitudes (motivation, strategy, and learning styles and preferences).

From all the factors above, the researcher will focus on the first point, that is curriculum and teaching materials are designed. The researcher will propose a technique or strategy that can be used in teaching reading.

Teaching reading is a process that uses knowledge, strategies and skills to find that meaning is (Strategic in teaching reading is very important. One could argue that reading strategies are also important for many adults who consider themselves to be skilled readers (McNamara, Danielle S).

The researcher apply TS-TS (Two Stay-Two Stay) Strategy to make an improvement in students' reading comprehension. TS-TS Strategy is part of Cooperative learning approach, developed from Kagan One Stay Two Stay. Cooperative learning model is effective in teaching reading comprehension that most students improve their ability in comprehending the reading text.

Based on the problems above, the author was conduct research on the strategies used in teaching reading comprehension in senior high school. Therefore the researcher chosing the issue to be researched. Strategies also determine success in a teaching process. According to McNamara, Danielle S One could argue that reading strategies are also important for many adults who consider themselves to be skilled readers.

B. Research Question

The researcher formulate the research question as follow: is the use of Ts-Ts (Two Stray-Two Stay) Strategy effective to enhance students' reading comprehension of Report Text at Eleventh Grade Students of SMAN 10 Makassar ?''

C. Research Objective

Based on problem statement above, the researcher formulated the objective of this research was'' to find out whether the use of Ts-Ts (Two Stray-Two Stay) Strategy is effective in improving students' reading comprehension of Report Text at Eleventh Grade Students of SMAN 10 Makassar.''

D. Research Significances

The results of this research was expected to be theoritically and practically beneficial as follows:

1. Theoretical Significance

The result of this research was expected that the findings of this study may contribute to teach student's reading skills, especially in Senior High School.

2. Practical Significances

a. Teachers

This resarch was expected can help teacher to improve students reading comprehension by using Ts-Ts (Two Stray-Two Stay) Strategy. Particularly, teachers can develop material and the other strategy.

b. Students

The researcher was expected that by Ts-Ts (Two Stray-Two Stay) Strategy can be solve the students' difficulties in reading comprehension of report text. Automatically, the students achievement will be increased in reading comprehension.

c. Researchers

The researcher was expected that this research can be a reference for the other researchers.

E. Research Scope

This research was focused on the implementation of Two Stray-Two Stay (Ts-Ts) Strategy in order to develop the students' reading comprehension of report text about animal/person. The researcher was choose the eleventh grade students' of Senior High School 10 Makassar.

F. Operational Definition of Terms

The title of this reserach *The Use of Two Stay-Two Stray (Ts-Ts) Strategy to Enhance Reading Comprehension of Report Text*. In understanding easily, the researcher would like to give explanation about the variables.

1) Ts-Ts (Two stray-Two stay) Strategy

Ts-Ts (Two stray-Two stay) Strategy is a method that used by teacher for learning. Ts-Ts Strategy is a component of Cooperative learning. Cooperative learning is a learning model by grouping students heterogeneously in order to create an effective and enjoyable learning. Cooperative learning is a learning with emphasis on social aspects and using groups consisting of 4-6 equivalent but heterogeneous students (Slavin, 2009: 8) in Hidayat, Teriana Mardha and Muhson Ali. The form of this strategy is a group. In process teaching and learning, students divided into several group to discuss about the subject. Then, the fellow of the group is come to each group to explain about what has been found in discussing the material with their group.

2) Reading Comprehension

Reading Comprehension is an ability to understand the meaning of the information of the text and compare what the readers knew about the information.

3) Report Text

Report text is a text that giving information about situations or events. This text is tend to be more scientific, the content only contains the facts.



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CHAPTER II

LITERATURE REVIEW

A. Some Preview of Related Research Findings

In this research, the researcher tried to present the review of several related literatures dealing with some related research findings. Some of them are mentioned as follows:

Saputra, Ahadi (2016) on his research entitled ‘‘Use of Two Stay Stray Strategy in Teaching Reading.’’ The aims of his research are to find out wheter the second year students of SMPN Beutong Ateuh taught reading comprehension using the TSTS based on cooperative learning will get significantly higher scores than those who are taught using the Grammar Translation Method and to find out wheter the students will give a positive response towards the teaching of reading comprehension using the TSTS based on cooperative learning at SMPN Beutong Ateuh. The result of his research showed that the implementation of the TSTS in teaching-learning reading comprehension is more successful than the results using the GTM.

Intansari, Fitriyati (2018) had conducted their research entitled ‘‘ Two Stay Two Stray Technique to Improve Student’s Reading Comprehension in Hortatory Exposition.’’ The objective of their research are to find out the effectiveness of Two Stay Two Stray technique to improve student’s reading comprehension in Hortatory Exposition text of the eleventh grade students. The result of this research is apply Two Stay Two Stray in teachin-learning

process, especially in teaching Hortatory Exposition text is effective to improve student's reading comprehension.

Yukanah, Bambang and Suparman (2017) on their research entitled ‘‘The Implementation of Two Stay Two Stray (TSTS) Strategy to Improve Students' Reading Comprehension’’. the objectives of this research were to find out i) whether there was a statistically significant difference of students' reading comprehension achievement before and after the students were taught through TSTS strategy and ii) the students' responses of the implementation of TSTS strategy. The approach of the research was quantitative and qualitative. The subjects were 33 students of the second grade of SMP Muhammadiyah 3 Bandar Lampung. The reading tests and questionnaire were used as the research instrument. The data were analyzed by using Paired Sample t-test. The result showed that there was a statically significant difference of students' reading comprehension with the significant level 0.05. Furthermore, the students positively responded the implementation of TSTS strategy. This suggests that TSTS strategy facilitates the students to improve their achievement in reading comprehension.

B. Some Pertinent Ideas

1. Reading

Definition of Reading

Othman (2003) defines reading as a process connecting interaction between text and reader's knowledge. A thought of the author in text.

Reading is complex activity because perception and thought that should not be inseparably. Bernhardt et.al (2003) in Intan Sari, Huyi and Fitriyati, Nurul (2018) propose that reading consists of two related process: word recognition and comprehension. Word recognition refers to the process to perceive how written symbol correspond to one's spoken language. While comprehension is process of making sense of word, sentences, and connected text.

There are some aspects of reading that are highly related to each other. They are the main idea, detail information, vocabulary and inference in reading comprehension. These aspects cannot be separated and are commonly inquired in English reading exams in Indonesia. The aspects are:

- 1) Main idea: the main idea of a passage or reading text is the central thought or message (Olson & Diller, 2012).
- 2) Detail: Facts, statements, examples-specifics that guide readers to understand a text are called supporting details in reading comprehension.

- 3) Vocabulary: vocabulary knowledge strongly relates to students' reading comprehension and overall academic success (Lehr, 2009).
- 4) Inference: inference is the ability to read between the lines or to get the meaning of the writers' implications in the text. All comprehension strategies are said to involve inference (Duffy, 2009).

2. Reading Skill

There are various reading skills that can be applied by reader in order to get a message from a written material according to this purpose of reading. The researcher on literature and reading material agree that there are four reading skills that can be applied in reading, but they display terminological inconsistency. For example, Nuttal (1982), Davies (1968), and Spearrit (1972) use the term "Reading Skill", Olshavsky (1977) uses the term "Reading and Strategy", Abbot et. Al. (1981), Walter (1982) uses the term "Reading Style", and Grellet (1983), Pugh (1978) use the term "Way of Reading". There are four main ways of reading, as follows:

- 1) Skimming
- 2) Scanning
- 3) Intensive reading,
- 4) Extensive reading

According to Nuttal (1982) and Abbot et al. (1981) that of the four reading skills mentioned above, the skimming and the scanning are the more useful skills

to use reading comprehension. They enable the reader to select the text, or the portions of the text that are worth spending time. They describe the two skills as follows:

- 1) Scanning is glancing rapidly through a text to search specific piece of information, for example, to get the main idea of each paragraph of a text.
- 2) Skimming is glancing rapidly through a text to determine the gist, for example, in order to get the general area of idea of what the text is about (Nuttal, 1982: 34).

Similarly, Abbot et al. (1981: 82) give a description as follows :

- 1) Scanning: Here the writer is one the look-out the particular item he believes on the text, for example, the name of the soccer in a football report. Again it is fairly fast reading with instant rejection of all irrelevant data, perhaps most of the text.
- 2) Skimming: The eyes run quickly over the text to discover what is about, the main idea, and the gist. So, skimming occurs when:

The reader looks quickly at the contents page of book, or at chapter heading, sub-heading, etc., and this called previewing;

- a. The reader glances quickly through a newspaper to see what are the main items of the day, meaning glancing at the headline; and
- b. The reader goes through a particular passage such as a newspaper article merely get the gist.

3. The Concept of Reading Comprehension

Definition of Reading Comprehension

Reading is an activity that the readers use sense of combination from some symbols and a lot of letters becomes words and sentences to some paragraphs and production a text. Readers transfer those words in their brain and manage those words and symbols so that readers can get new information from a text. Reading comprehension has multiple definitions and explanations. Reading comprehension as the process of readers interacting and constructing meaning from the text, implementing the use of prior knowledge of English grammar and their decoding skills, developing their reading fluency and extending their ability to comprehend what they read and view from the literal level to the inferential and critical levels. Comprehension can be meant the process by which a person understands the meaning of written or spoken language. Noah Webster (1980: 374) defines comprehension as the act of or capacity for understanding. So the result of what we read is comprehension. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct the meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints. Recent studies have focus on how readers use their knowledge and reasoning to understand the text. The term comprehension strategies are sometimes used to refer to the process of

reasoning. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension and information use.

Reading comprehension is useful to help the students for gaining the information about the text that they read. Reading also can evaluate students' vocabulary and then they also can interpret the meaning. Therefore, in this present of study the reading comprehension is defined as the process of constructing meaning from the text which is used one type of reading that is reading for specific information. It is an active activity that tries to catch or identify the idea of the text, the specific information whether it is about detail express or detail implied and textual reference.

The Process of Reading Comprehension

Davies and Whitney (1983: 11) state there are three vital processes involved in reading comprehension, as follows:

- a. Previewing-scanning, searching, reading bits (heading, illustrations, paragraph openers) and setting up some expectation.
- b. Predicting: making guesses which are informed these expectation, knowledge of the subject, the writer, the type or time of writing, of the likely concepts, contents or conventions.
- c. Checking: confirming, enhancing or extending predictions or pre-knowledge by using features within the text or resources outside it. The process above must be done orderly since its aim is to make the students better guessers. The work is directed at setting up situation where students

work closely as individuals or together in teaching out meaning, by guessing from immediate context, wider context, parts of speech or part of words. In connection with the reading activities, the process of the teaching and learning should be task-oriented: in the sense that the students have to do or perform something based on the task given. Therefore, the students in learning reading comprehension have to do exercises and activities that the teacher instructs them to do or based on the instruction given in the text selection.

Factors in Reading Comprehension

Clarke (2014: 15) states five factors which influence the students' score in reading comprehension:

- a. **Language Skills** : Language skills can be derived into four areas: phonology (the sounds of the words), semantics (the meaning of the words), grammar (the structure of words and sentences) and pragmatics (the social use of language).
- b. **Understanding the meaning of words** : Student's understanding of individual word meanings is closely related to their ability to understand connected text. Understanding word meanings is often measured by student's ability to define vocabulary items.
- c. **Working memory** : Working memory refers to the ability to hold information in mind while simultaneously performing other attentional demanding activities. Working memory processes may be important for text

comprehension, because reading involves holding information in mind about what just been read while continuing to decode upcoming word and to integrate this new information with what has gone before.

- d. Working with text : The ability to draw an inference and thereby link pieces of information together in a text is critical to successful reading comprehension. Students must not only integrate information in a piece of text but they also use their knowledge of words to support understanding.
- e. Environment influences : Motivation and enjoyment are key influences on the development of reading comprehension skills. Motivation to read can be linked to a number of environmental influences including teaching methods, reading at home and exposure to a range of books. In the factors of reading comprehension, there are some factors that influence in the comprehending of a text. The factors are language skills, understanding the meaning of words, working memory, working with text, and environment influences.

4. Two stay-Two stray (Ts-Ts) Strategy

Definition of Two stay-Two stray (Ts-Ts) Strategy

Two Stay Two Stray (TSTS) strategy was developed by Spencer Kagan (Kagan, 2005). TSTS is one of the types of cooperative learning groups that provides opportunities for students to share reading results and information with other learning groups in classroom activities (Santoso, 2011)

Two-stay-Two stray strategy is a component of Cooperative Learning. According Slavin, in cooperative learning methods, student work together in four member teams to master material initially presented by the teacher. In other words, Cooperative Learning is a learning method that consider as most important team work to result new ideas. This method can make the student more creative. There are considerable perspectives of Cooperative Learning : *Motivation perspective, Social Perspective, Perspective of cognitive development, and cognitive elaboration perspective.*

One other strategy from Cooperative Learning is Two stay-Two stray strategy. Aisyah, RN in International Conference on Language and Education (2017: 1) difine teaching reading comprehension by means of Cooperative Learning Strategy requires students to talk and share the information in the text with the members of their groups. It also provides the students with analyzing, synthesizing, and evaluating the written text by making referential questions, such as *how do you know* or *why do you think so* questions.

Two stay-Two stray strategy has been explored its results on students' learning achievement. Two stay-Two stray is a modified form from One stay Three stray, and etc.

The Steps of Two Stay Two Stray

According to Lie (2008), Two Stay Two Stray consists of some steps as follow:

- a) The students are set in group of four students.

- b) Then two students of each group will leave the group, each of the two students will stray to other groups.
- c) The two staying students have task to share information and work result to their guests.
- d) The guests excuse themselves and back to their group and report their findings from other groups.
- e) The group matches and discusses the information.

The advantages and disadvantages of Two stay-Two Stray (Ts-Ts) Strategy

According to Santoso (2011), the strength from Two Stay Two Stray Strategy in learning are more oriented to the activity, can be applied to all levels, expectation to the students can show their opinion, their speaking ability can be improved, helping the students' interested and learning achievement. Then, the weaknesses of this strategy are it takes long time, students mostly tend to not want to learn in group, and for the teacher needs a lot of preparation such as material, money, effort, etc. and also have difficulties in classroom management.

5. Report Text

Definition

Barker (2000: 23) states report text is a piece of writing which aims to describe something in general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to

report the information. Furthermore, it is kind of text which is written in chronological order and constructed in present tense.

Report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form.

Generic Structure of Report Text

Lehman (2011: 76) defines that the generic structures of report text:

- a. Title, a title states a subject to be described.
- b. General identification or classification of subject, this part as an introduction to the main discussion.
- c. (Series of) descriptions, the phenomena in whole paragraph involved.

Language Feature of Report Text

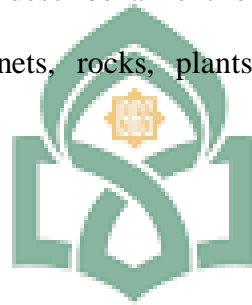
According to Steven & Christino (2014) state report text has language characteristic state below :

- a. Use of general nouns, that is, an object (be it alive or dead) of a general nature.
- b. Use of relating verbs to describe features, the grammar is also called linking verb. As to be (is, am, are:present), seem, look, taste, etc.
- c. Some use of action verbs when describing behavior.
- d. Some use timeless present tense to indicate usualness, is one time in the simple present markers such as ‘often, usually, always’ and others.
- e. Use of technical terms

- f. Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus on the clause.

Social Function

Report text has purpose, the social purpose is presenting information about something. They generally describe an entire class of things. Whether natural made: Mammals, the planets, rocks, plants, countries of religion, culture, transportation, and so on.



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C. Theoretical Framework

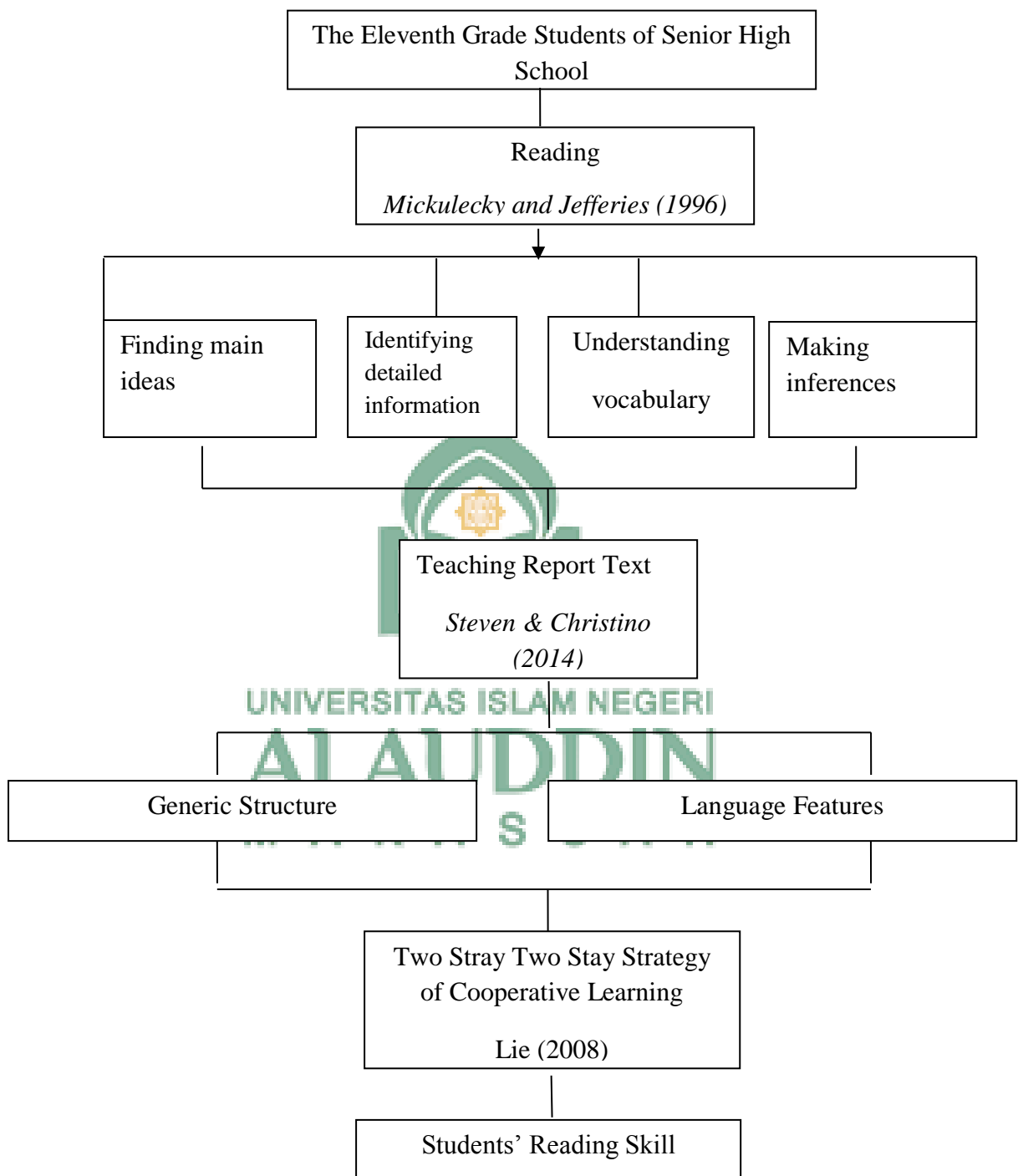


Figure 2.1 Theoretical Framework

Reading is one of essential ways in building our knowledge. Reading is the ability to draw meaning from printed page and interpret the information

appropriately (Grabe and Stoller : 2002). Cameron (2011), reading is actually about understanding, it is not only to understand the word or code but also the grasp the message that is conveyed of the text.

One of the reading skills the students learn is report text. Report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. Sometimes, students facing several difficulties in reading such as : finding main ideas, making inferences, understanding vocabulary and identifying detailed information. Therefore, to overcome this problems, two stay-two stray (ts-ts) strategy is one of the method to solve it. Hanifah (2014) stated that Two Stay-Two Stray strategy was effective to improve students' reading comprehension achievement in review text and also TSTS strategy was effective to make students to be active participant in learning process.

D. Hypothesis

H_1 : The use of Two Stay Two Stray strategy is effective to enhance the students' reading skills at the second grade students of SMAN 10 Makassar.

H_0 : The use of Two Stay Two Stray strategy is not effective to enhance the students' reading skills at the second grade students of SMAN 10 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, research variable, population and sample, research instrument, procedure of collecting data and technique of data analysis.

A. *Research Design and Settings*

Research Design

Experimental method is the only type of research that can test hypotheses to establish cause-effect relations. There are three types in experimental research: pre experimental, true experimental, and quasi experimental. This research was a pre-experimental design which was focus on Non-Equivalent Controlled Group design. In Non-Equivalent Controlled Group design, two or more treatment groups pretested, administered a treatment, and posttest. The researcher took one class as experiment class that was given a pre-test before the treatment. And then, after the treatment finished, the post test was conducted to see the achievement from the treatment. The design of this research as follows:

Rubric of scoring reading comprehension according Brown (2003: 215)

Table 3.1 Rubric Score of Reading Comprehension

No	Score	Criteria
1.	90-100	Excellent: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task sufficient to support.

2.	70-89	Good: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
3.	50-69	Average: the response does not address the task. The response is few or not accurate details from the text and these details are not relevant to the task.
4.	30-49	Fair: Average: the response does not address the task. The response provides no accurate details from the text and these details are not relevant to the task.

a. SPSS

In the data analysis technique, the researcher used SPSS application to make the data is easy to analysis, SPSS standing for Statistical Package for the Social Sciences. The uses of SPSS in this research are as follows:

- 1) Analysis of data from the pre-test and post-test for the experimental and controlled class where from the analysis of the data is to find the number of samples, mean, standard deviation, variance and then find for the minimum and maximum values of the data.
- 2) Looking for the distribution of pre-test and post-test categorization of the scores of students' learning outcomes in the experimental where the distribution of categorization is to find the range of values, frequencies from experimental class.
- 3) To know the normality test. The normality test is useful to overcome whether the research to be carried out is normally distributed or not for the

experimental class. In carrying out the normality test, Kolmogorov normality test (sig.) is used if 0.05 then the data is normally distributed.

4) Testing the hypothesis.

And then, the criteria used as follows:

If Sig. (2-tailed) < 0.05, Ho (null hypothesis) is rejected and H1 (alternative hypothesis) is accepted.

If Sig. (2-tailed) > 0.05, Ho (the null hypothesis) is accepted and H1 (alternative hypothesis) is rejected.

Research Settings

Location

The research was conducted in Senior High School 10 Makassar. The school is located at Tamangapa Raya street, Antang district, Makassar regency.

Table 3.2 Time Setting

No	Activity	Day/Date
1.	Pre-Test	December 28th 2020
2.	Treatment 1	Wednesday, January 6th 2021
3.	Treatment 2	Friday, January 15th 2021
4.	Treatment 3	Thursday, January 21st 2021
5.	Post-Test	Monday, February 1st 2021

B. Research Variables

In the experimental research, there were two variables, independent variable (X) and dependent variable (Y). Independent variable is the variable that is influenced by another variable to achieve what is expected by researcher while

dependent variable is the result that is expected through the implementation of the independent variable (Arikunto, 2013).

1. Independent variable

Independent variable (X) is a variable that influence another variable to achieve the researcher expectation. In this research, the independent variable was Two Stray-Two Stay (Ts-Ts) Strategy.

2. Dependent variable.

Dependent variable (Y) is the result that expect through implement of the independent variable. In this research, the dependent variable was students' reading report text.

C. Population and Sample

1. Population

Arikunto (2013) defined population is all subjects in the research. The population of this research was taken from the eleventh Grade Students of Senior High School 10 Makassar who enroll in academic year 2020/2021.

2. Sample

In this research, the researcher used the random sampling to choose the sample of population. According Gay (2016) random sampling is the process of selecting a sample so that all individuals in the defined population have an equal and independent chance of selection for the sample. The sample of this research were eleventh grade students of Senior High School 10 Makassar. The total sample of this research were 15 students. The English teacher suggested the researcher to

choose XI IPS 1 as the sample of this research because this class was more participate on online learning. The researcher took 15 students from XI IIS 1.

D. Research Instrument

The researcher used instrument in collecting data namely pre-test and post-test which form is multiple choice. Heaton (1988) stated a test may help to locate the precise areas of difficulty encountered by the class or by the individual student. Multiple choice used to know how far the students' competence in reading before and after applying Two Stray-Two Stay (Ts-Ts) Strategy for experimental class. The test consisted of pre-test and post-test. The students were given the pre-test before the treatment. The purpose of the pre-test was to know how far the students' skill in reading report text before treatment. Meanwhile, the purpose of post-test was to know the improvement of students' ability in reading report text after treatment.

There are three topics of report text : animal, plant, and mountain. In measuring the test, the researcher gave several classification on students' reading score based on some aspects.

E. Data Collecting Procedure

1. Pre-test

The researcher started research on Monday, December 28th 2020 through Zoom Meeting and WhatsApp. The researcher used Zoom Meeting and WhatsApp due to the prolonged pandemic conditions which caused all the schools closed. The researcher realized that the online experimental research was very inefficient but with all her effort, the researcher continue this research. The researcher provided

pre-test in order to measure the students' reading report text skill before treatment. Multiple choice was employed as the instrument of collecting data.

2. Treatments

Treatment is a way to improve students' reading skill in report text through Two stray-Two stay (Ts-Ts) Strategy. After pre-test, the students taught by using Two stray-Two stay (Ts-Ts) Strategy as a technique in learning report text. Treatment took place for four meetings start from January 6th – January 21th, 2021. Each meeting spent 90 minutes. There were some steps in treatment process, as follow:

Procedures/activities: (60 minutes)

Opening

The teacher greets the students and check attendance list. Then, teacher introduces the material to be learnt that session by saying: today we are going to talk report text about plant.

Delivering

a. Pre-Teaching

- 1) The teacher asks the students' opinion about the definition of report text.
- 2) The students giving their opinion about definition of report text.
- 3) The teacher explains about report text include the characteristic of report text which contains the generic structure and language features.
- 4) The teacher gives the paper of report text about plant.

c. While-teaching

- 1) The teacher presents TSTS (Two Stray-Two Stay) Strategy.
- 2) The teacher asks for the students to read report text about plant that given before.
- 3) The teacher asks for students to give a word or sentence about the title of the report text.
- 4) The teacher asks for the students to give the word or sentences about parts of the plant.
- 5) The teacher asks for the student to give one word about characteristic of the plant.
- 6) The teacher apply TSTS (Two Stray-Two Stay) Strategy that has been drawn before.

d. Post-teaching

- 1) The teacher gives a handout of report text (plant) for the group.
- 2) The teacher asks the group to read the text about plant that has given before.
- 3) The teacher asks the group to make inferences by following the generic structure and language features of the report text.
- 4) The teacher ask the half of member group stray to another group to explain what they get in their discussion.

e. Evaluation (20 minutes)

To determine whether the objectives of this course have been accomplished, the teacher ask the group to explains the inferences of the report text what they get from another grup that related the generic structure of the text.

f. Extra-Class Work (10 minutes)

The teacher gives the students extra-class work to do at home. The teacher gives another report text about plant for the students. Then, the teacher ask the students to making inferences correctly by following the generic structure.

3. Post-test

After giving treatment, the researcher conducted the post-test at Thursday, February 1st, 2021. The Post-test conducted at the last meeting. This post-test applied to know students' reading skill in report text after treatment. The students were given multiple choice related to the topic that had been learned.

F. Data Analysis Technique

The data obtained through the pre-test and post-test. The researcher used the procedures as follows:

Rubric of scoring reading comprehension according Brown (2003: 215)

No	Score	Criteria
1.	90-100	Excellent: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task sufficient to support.
2.	70-89	Good: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
3.	50-69	Average: the response does not address the task. The response is few or not accurate details from the text and these details are not

		relevant to the task.
4.	30-49	Fair: Average: the response does not address the task. The response provides no accurate details from the text and these details are not relevant to the task.

b. SPSS

In the data analysis technique, the researcher used SPSS application to make the data is easy to analysis, SPSS standing for Statistical Package for the Social Sciences. The uses of SPSS in this research are as follows:

- 1) Analysis of data from the pre-test and post-test for the experimental class wherefrom the analysis of the data is to find the number of samples, mean, standard deviation, variance and then find for the minimum and maximum values of the data.
- 2) Looking for the distribution of pre-test and post-test categorization of the scores of students' learning outcomes in the experimental class where the distribution of categorization is to find the range of values, frequencies from experimental class.
- 3) To know the normality test. The normality test is useful to overcome whether the research to be carried out is normally distributed or not for the experimental class. In carrying out the normality test, Kolmogorov normality test (sig.) is used if 0.05 then the data is normally distributed.
- 4) Testing the hypothesis.

And then, the criteria used as follows:

If Sig. (2-tailed) < 0.05 , H_0 (null hypothesis) is rejected and H_1 (alternative hypothesis) is accepted.

If Sig. (2-tailed) > 0.05 , H_0 (the null hypothesis) is accepted and H_1 (alternative hypothesis) is rejected.

If the score of R was higher than 1 ($R > 1$), it means the θ_2 is relatively effective than θ_1 . Vice versa, if the score of R is lower than 1 ($R < 1$), it means the θ_1 is relatively effective than θ_2 (Kadir in Sari, 2020).



CHAPTER IV

FINDINGS AND DISCUSSION

This section were defined the findings and the discussion of this research to answer the research questions in chapter one. In the findings part, the researcher exhibition all the data which the researcher collected during the research while the discussion part, the researcher analyzed and discussed all the data in the findings part.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The test existed of pre-test and post-test. The pre-test was given to find out the students' ability in reading before giving the Two Stray-Two Stay (Ts-Ts) Strategy in addition to the post-test was given to find out the improvement of the students' reading skill after giving the treatment.

Table 4.1 The Students' Score in the Pre-test and Post-test

No	Registration Number	Score	
		Pre-test	Post-test
1.	001	65	85
2.	002	50	70
3.	003	35	60
4.	004	55	70
5.	005	60	80
6.	006	70	85
7.	007	60	75

8.	008	60	80
9.	009	70	80
10.	010	65	80
11.	011	60	75
12.	012	75	90
13.	013	60	80
14.	014	70	85
15.	015	60	75

Based on the table above, there were fifteen (15) students that given the pre-test and post test. The researcher used a rubric scoring 30-100 which is divided fair, average, good, and excellent. The scale 30-49 : fair, 50-69: average, 70-89 : good and 90-100 : excellent. However, it can be concluded that there were four (4) students got good score, ten (10) students got average score and one (1) student got fair score. The results of the post-test were better than pre-test. The highest category in the post-test was excellent and the lowest category was good. However, it can be concluded that there was an improvement in the post-test.

Table 4. 2The distribution of frequency score in the pre-test and post-test

SCALE	CLASSIFICATION	PRE-TEST (frequency)	POST-TEST (frequency)
90-100	Excellent	0	1
70-89	Good	4	13
50-69	Average	10	1
30-49	Fair	1	0

It has been stated before the score of pre-test and post-test were used to know whether was an improvement after applied two stray-two stay (Ts-Ts) strategy in learning process. The result of the table above, the researcher could composed the comparison of the pre-test before giving treatment and post-test after giving the treatment.

The researcher also used SPSS to analyzed the pre-test and post-test which can be seen below:

In this research, the researcher used paired t-test to know if there was a differences between two data groups using parametric way, in pairs or interrelated before and after treatment. For the first, the data test should be normally distributed before the researcher used paired t-test. According to Sari (2018), the normality test are aimed at testing all hyphothesis test which test a null against alternative hypothesis. The result of normality tests could be concluded:

H_0 = the null hypothesis. If the significant value is greater than 0,05 ($\text{sig} > 0,05$) it means the data normally distributed

H_1 = the alternative hypothesis. If the significant value is less than 0,05 ($\text{sig} < 0,05$) that means the data is not normally distributed, in this research, the result of normality test could be seen on the table below:

One-Sample Kolmogorov-Smirnov Test

Table 4.3 Test distribution is Normal

		Pre-Test	Post Test
N		15	15
Normal Parameters ^a	Mean	61.00	78.00
	Std. Deviation	9.673	7.512
Most Extreme Differences	Absolute	.259	.205
	Positive	.141	.128
	Negative	-.259	-.205
Kolmogorov-Smirnov Z		1.002	.794
Asymp. Sig. (2-tailed)		.267	.554

Based on the normality test that using kolmogorov-smirnov test, the results were data score of pre-test in experiment class $p\text{-value} = 0.267 > \alpha(0.05)$ so that the data normally distributed while the data score of post-test in experiment class $p\text{-value} = 0.554 > \alpha(0.05)$ so that the data normally distributed. As a result the data normally distributed, then the next step was paired t-test.

Paired t-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	61.00	15	9.673	2.498
	Post Test	78.00	15	7.512	1.940

The result of the table above, it would be concluded that the mean of tested data in pre-test was 61 and the post-test was 78 , total of tested data in pre-test : 15 and post-test : 15 and standard deviation of pre-test was 9.673 and post-test was 7.512.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post			
	Test	15	.939	.000

The result of the table above describes about the correlation result between two data groups where $p\text{-value}$ (sig) = 0.000 < $\alpha(0.05)$ it shows there was a significant correlation.

Table 4.4 Paired Samples t-Test

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre- Test - Post Test	-17.000	3.684	.951	-19.040	-14.960	-17.872	14	.000

From the table above, it can be showed that mean difference of two groups : 17 , difference standard deviation of the groups: 3.684 , score of t test = 17.872 > t tabel = 2.131 and p-value= 0.00 < $\alpha(0.05)$ with the result there was a significant difference in pre-test and post-test.

B. Discussions

This section discusses the interpretation about the findings after analyzing the data with SPSS. This research used three steps to gain the data. They were pre-test, treatment and post-test. The pre-test was given in the first meeting to know

the students' reading comprehension before applied two stray-two stay (TS-TS) Strategy. Then the researcher did a treatment by taught the students with two stray-two stay (TS-TS) Strategy. The treatment was aimed to enhance the students' reading comprehension. The last step was post-test. In this section, the post-test was aimed to know wheter there is an improvement of the students' reading comprehension after they were taught by two stray-two stay (TS-TS) Strategy.

As previous part, the result of the pre-test was showed that the rate percentage of the student who got the excellent score was none, the students got the good score were 4, the average score were 10 students and the fair score was 1 student. Instead of the result of the post-test or after the students taught by using the two stray-two stay (TS-TS) strategy was showed significant difference where the student got the excellent score was 1 student, there were 13 students got the good score, and 1 student who got the average score and there was none student got the fair score. In this reasearch, the researcher used rubric scoring of Brown where the scale of scoring of reading comprehension are excellent (90-100) , good (70-89), average (50-69), and fair (39-49).

The researcher was given test namely pre-test and post-test that contained 20 mulitiple choice as instrument to gained the data. Before, giving post-test, the researcher was given a treatment 3 times. It contained explanation about what is the Two Stay- Two Stray (TS-TS) Strategy and the procedure Two Stay-Two Stray (TS-TS) Strategy. Finally, in the last meeting, the researcher was given test namely post-test. There was a significance different in pre-test and post-test where

there was an improvement the students' reading comprehension after applying two stray-two stay (TS-TS) strategy in process learning.

Based on the result of analyze the data, it can be concluded that there was an improvment the students' reading comprehension , the score of post-test was higher than pre-test. Moreover, if the students taught by applied the two stray-two stray strategy, it can giving the influence for their skill, specifically for reading comprehension.

In this research, in analyzed the data, the reseracher used SPSS. The result shown that the mean score of pre-test was 61, while the mean score of post-test was 78. The result of t test was higher than t table. It means using two stray-two stay strategy was effectively in teaching reading comprehension.

Based on the preVIOUS pages, the researcher did the hypothesis testing to rejected the null hypothesis (H_0) and accepted the alternative hypothesis (H_1). Therefore, as the result above, the researcher can be cocluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

In this research, the researcher found that during teaching learning process, the student's quality learning activity in the class was improving. This situation was happened because of some factors, such as: the student's enthusiasm in learning process improve day by day, there was improvement in student's attention to the researcher while explaining the topic. In this case, some students make mistake in their test in pre-test, so the researcher explain the subject in treatment and focus on their mistakes until they understand. Then, they focus and be careful in treatment test, the study is successful.

The researcher can be concluded that in process teaching and learning by using two stray-two stay (TS-TS) strategy can give contribution to enhance the students' ability in reading comprehension specifically in report text. This finding is supported by Mohseny and Jamour (2012) stated that the use of cooperative learning can significantly improve student learning outcomes. In this case, for applied this strategy in teaching and learning process could increased the students' skill. Furthermore, also Lie (2002) stated that by using Two Stay-Two Stray (TS-TS) Strategy the students are allowed to ask and argue with their friends that bring their social life by having interaction with others instead of working individually. It can be seen that the students could give and share their opinion within the group members. However, it was made the students more active than the teacher.

Moreover, the Two Stay-Two Stray (TS-TS) Strategy had a lot of advantages. First, the students can show their opinion and second, helping the students' interested and learning achievement. In addition to supported the finding in this research, there was a previous research that doing by Diana Fauziah Sari (2019) revealed that the students' have positive responses in relation to the use of TSTS because this strategy offered a positive relationship between teacher-students and students-students, and further increase their interest in learning. This led the students to escalate their self-confidence, social interaction, individual accountability, and group skills. A better understanding of the materials taught was also attained because they could learn together as a team. The other researcher was doing the same research is Uun Yukanah (2017) it can be

summarized that TSTS strategy was successful to improve students' reading comprehension achievement.



CHAPTER V

CONCLUSION AND SUGGESTION

This section consist of conclusion and suggestion of the research based on the findings and discussion in the previous chapter.

A. Conclusion

The conclusion of this research is the use of two stray-two stay (TS-TS) strategy in the eleventh grade students of Senior High School 10 Makassar is effective to enhance students' reading comprehension. The advantages of this method can be applied to all levels, expectation to the students can show their opinion, their speaking ability can be improved, helping the students' interested and learning achievement. In addition the data analysis showed that the experimental class which taught by using Two Stay-Two Stray Strategy achieved the higher percentage. The higher scale score was excellent classifications. There were 1 student got the higher scale. Instead of in control class there was nothing student got the higher score. The improvement also could be seen from the statistical analysis where $t\text{-test score} = 17.872 >$ was higher than t tabel score = 2.131. the level significance (p) 0.05 with degree of freedom (df)=14. The result of statistical can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

This research was consucted in online system, it was caused the researcher found out some challenges in conducting this research through Zoom Meeting and WhatsApp. For many students, one of the biggest challenges of online learning is internet connectivity. Weak signal or even no internet access become obstacles in

the process of teaching and learning process. So that, there were some students who could not participate in learning process. Furthermore, weak signal also causes the students be late in submitting the assignment. Another challenges during this research was monitoring the honesty of students in doing the evaluation. Online learning made the teacher and students unable to face to face directly. This case causes the students easier to cheat in doing assignment such as searching for answer on the google, asking answer to their parents and so on.



B. Suggestion

Based on the conclusion above, the researcher is presented several suggestions as follows:

1. Suggestion for the Teacher

Actually, there are several strategy than can use by the English teacher, especially in reading text. The researcher is suggest to English teacher to apply the two stray-two stay (TS-TS) strategy in process teaching and learning especially in reading because this strategy can give contribution to enhance the students' reading ability.

2. Suggestion for Other Researcher

In this research was apply pre-experimental research as a metodolgy, which means that there were a lot of deficiency. Because the pandemic situation, the researcher was conducted this research in online course. However, there were still some students who did not attend the online research because several problem such as weak signal or limited internet quota. For the next researchers, they can conduct the research in offline course and appllied this strategy in different skill or different levels. This research also expected to be a reference for the other researchers.

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UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R
APPENDICES

APPENDIX A

LESSON PLAN

A. Subject : Reading Report Text

B. Unit : One

C. Topic : Report text

D. Time : 90 Minutes

E. Course Description

This course prepares students to be able to read report text about animal correctly in English by following the generic structure and the language features.

F. Course Objectives

This course prepares students to be able to read English report text correctly in English by following the generic structure and language features.

After completing the course, the students are able:

1. To read English report text about plant correctly by following the generic structure which contains title, general identification and descriptions.
2. To read English report text about plant correctly by following the language features which contains using of general nouns, using linking verbs, using action verbs and using simple present tense.

After completing the course, the students are able:

1. To develop an understanding of key language points (grammar and vocabulary).
2. To making inferences English correctly by following the generic structure and language features of the text.

G. Materials and Equipment

A piece of paper.

H. Procedures/activities: (60 minutes)

1. The teacher explains about the definition the of the report text.
2. The teacher explains the generic structure and language features about report text.
3. The teacher asks for students to explain the characteristic of report text briefly.
4. The teacher explain TSTS (Two Stray-Two Stay) Strategy in learning process.
5. The teacher give a paper about report text.
6. The teacher asks to the student for giving one word about characteristic from the text.

I. Evaluation (20 minutes)

To determine whether the objectives of this course have been accomplished,

1. The teacher gives a piece of report text about animal for each group.
2. The teacher asks the group to read the text about animal that has given before.

3. The teacher asks the grup to make inferences by following the generic structure and language features of the report text.
4. The teacher ask the half of member group stray to another group to explains what they get in their discussion.

J. Extra-Class Work

The teacher explains grammar rules which have been used in the topic such as verbs and noun, etc.



APPENDIX B

LESSON PLAN

A. Subject : Reading Report Text

B. Unit : Two

C. Topic : Plant

D. Time : 90 Minutes

E. Course Description

This course prepares students to be able to read English report text about plant correctly in English by following the generic structure and language features.

F. Course Objectives

After completing the course, the students are able:

1. To read English report text about plant correctly by following the generic structure which contains title, general identification and descriptions.
2. To read English report text about plant correctly by following the language features which contains using of general nouns, using linking verbs, using action verbs and using simple present tense.

G. Materials and Equipments

Handout.

H. Procedures/activities: (60 minutes)

1. Opening

The teacher greets the students and check attendance list. Then, teacher introduces the material to be learnt that session by saying: today we are going to talk report text about plant.

I. Delivering

a. Pre-Teaching

- 1) The teacher asks the students' opinion about the definition of report text.
- 2) The students giving their opinion about definition of report text.
- 3) The teacher explains about report text include the characteristic of report text which contains the generic structure and language features.
- 4) The teacher gives the paper of report text about plant.

b. While-teaching

- 1) The teacher presents TSTS (Two Stray-Two Stay) Strategy.
- 2) The teacher asks for the students to read report text about plant that given before.
- 3) The teacher asks for students to give a word or sentence about the title of the report text.
- 4) The teacher asks for the students to give the word or sentences about parts of the plant.
- 5) The teacher asks for the student to give one word about characteristic of the plant.

- 6) The teacher apply TSTS (Two Stray-Two Stay) Strategy that has been drawn before.

c. Post-teaching

- 1) The teacher gives a handout of report text (plant) for the group.
- 2) The teacher asks the group to read the text about plant that has given before.
- 3) The teacher asks the group to make inferences by following the generic structure and language features of the report text.
- 4) The teacher ask the half of member group stray to another group to explain what they get in their discussion.

J. Evaluation (20 minutes)

To determine whether the objectives of this course have been accomplished, the teacher ask the group to explains the inferences of the report text what they get from another grup that related the generic structure of the text.

K. Extra-Class Work (10 minutes)

The teacher gives the students extra-class work to do at home. The teacher gives another report text about plant for the students. Then, the teacher ask the students to making inferences correctly by following the generic structure.

APPENDIX C

LESSON PLAN

A. Subject : Reading Report Text

B. Unit : Three

C. Topic : animal

D. Time : 90 Minutes

E. Course Description

This course prepares students to be able to read report text about animal correctly in English by following the generic structure and the language features.

F. Course Objectives

After completing the course, the students are able:

1. To develop an understanding of key language points (grammar and vocabulary).
2. To making inferences correctly by following the generic structure and language features.

G. Materials and Equipments

A piece of paper..

H. Procedures/activities: (60 minutes)

1. The teacher explains the subject about animal.
2. The teacher shows TSTS (Two stray-Two stay) Strategy.
3. The teacher asks for students for giving one word about the characteristic of report text.
4. The teacher asks for the students to give several words about parts of the mountain.
5. The teacher asks to the student for giving several words about the characteristics of the mountain.

I. Evaluation (20 minutes)

To determine whether the objectives of this course have been accomplished,

1. The teacher asks for the students to provide a piece of paper.
2. The teacher asks each group to read and doing discussion on their grup about animal that has given before.
3. The teacher asks each group to answer the questions and then make inferences by following the generic structure and language features of the report text.
4. The teacher ask the half of member group stray to another group to explain what they get in their discussion.

J. Extra-Class Work

The teacher explains grammar rules which have been used in the topic such as verbs and noun, etc.

APPENDIX D

Report Text

Definition of report text

Barker (2000: 23) states report text is a piece of writing which aims to describe something in general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. Furthermore, it is kind of text which is written in chronological order and constructed in present tense.

Report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form.

Generic Structure of Report Text

Lehman (2011: 76) defines that the generic structures of report text:

- a. Title, a title states a subject to be described.
- b. General identification or classification of subject, this part as an introduction to the main discussion.
- c. (Series of) descriptions, the phenomena in whole paragraph involved.

Language Feature of Report Text

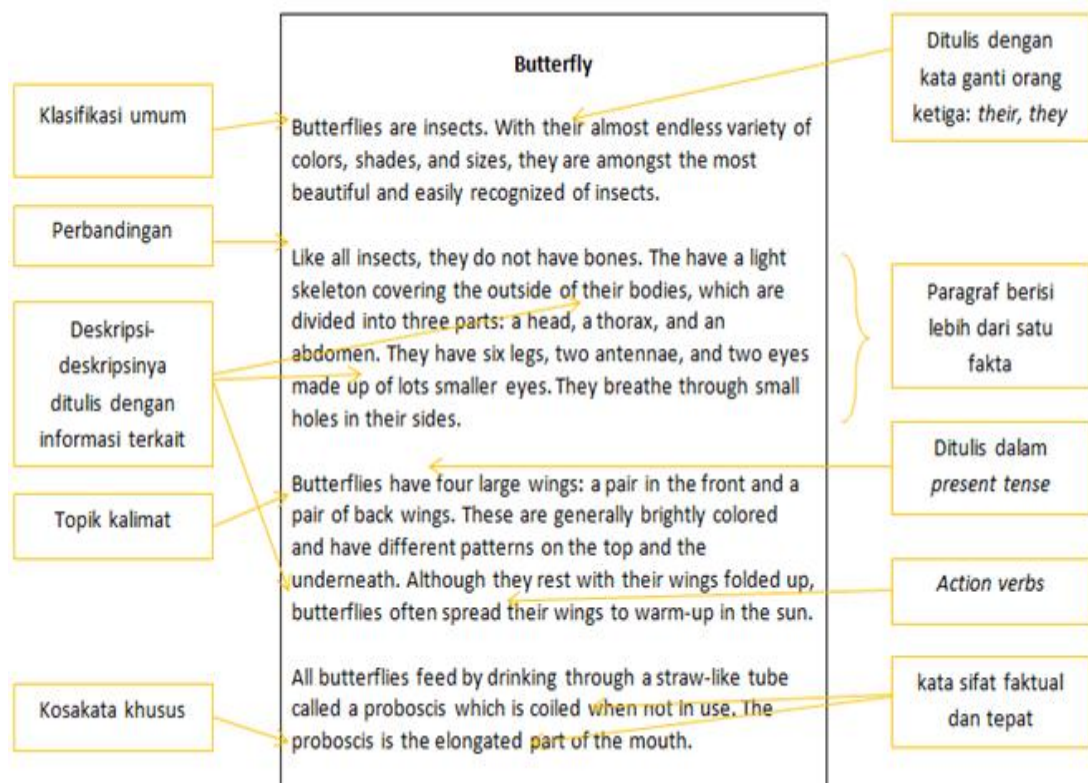
According to Steven & Christino (2014) state report text has language characteristic state below :

- a. Use of general nouns, that is, an object (be it alive or dead) of a general nature.
- b. Use of relating verbs to describe features, the grammar is also called linking verb. As to be (is, am, are;present), seem, look, taste, etc.
- c. Some use of action verbs when describing behavior.
- d. Some use timeless present tense to indicate usualness, is one time in the simple present markers such as “often, usually, always” and others.
- e. Use of technical terms
- f. Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus on the clause.

Social Function

Report text has purpose, the social purpose is presenting information about something. They generally describe an entire class of things. Whether natural made: Mammals, the planets, rocks, plants, countries of religion, culture, transportation, and so on.

Contoh Factual Report dalam Teks



APPENDIX E

Read the text below!

Jasmine is a native flower to some tropical areas in South Asia, Africa and Australia. In India, some varieties of Jasmine are used for religious purposes. The flower can grow up to 3 meters high and 2 meters wide. It releases its fragrance mostly after the sun sets especially nearing the full moon. Therefore, it is often associated with soothing night- time moods.

The planting of Jasmine is started by putting some cuttings in 3 inch posts within 4 weeks. After the roots grow, they are put into 6 inch pots. The soil in the pots should be kept moist but possible for the water to go through it for optimum growth.

There are some important advantages of Jasmine. In medication, this flower is often used for soothing headaches, stimulating brain, and restoring balance. Its extract is also widely used in the making of perfume.

Answer the questions below!

1. What is the title of the text?
2. What does the use of Jasmine in India?
3. ... it is often associated with ...”, The word “**associated**” is closest in meaning to....
4. We know from the text that jasmine can grow up.....
5. What is the main idea of the last paragraph?

Sunflower

Read the following text and answer the questions 1 to 5.

The sunflowers are annual plant in the family Asteraceae. They have large flower heads (capitulum).

The stem can grow up to 3 meters tall, with a flower head that can be 30 cm wide. Other types of sunflowers include the California Royal Sunflower, which has a burgundy (red + purple) flower head. The flower head is actually made of hundreds or thousands of tiny flowers called florets, the central florets look like the center of a normal flower, and the outer florets look like yellow petals.

All together they make up a “false flower” or pseudanthium. The benefit to the plant is that it is very easily seen by the insects and birds which pollinate it, and it produces thousands of seeds.

The sunflower is the state flower of Kansas. That is why Kansas is sometimes called the Sunflower State.

To grow well, sunflowers need full sun. They grow best in fertile, wet, well-drained soil with a lot of mulch. In commercial planting, seeds are planted 45 cm (1.5 ft) apart and 2.5 cm (1 in) deep.

1. What plant is being described in the text?
2. What is the sun flower need to grow well?
3. What is the main idea of the second paragraph?
4. *The benefit to the plant is.....*what is the synonym of “benefit”?

5. From the text we know that the Kansas called sunflower state because.....

Cactus

Read the following text and answer the questions 1 to 5.

A cactus (plural: cacti) is any member of the plant family Cactaceae, native to the Americas. They are often used as ornamental plants, but some are also crop plants. Cacti are grown for protection of property from wild animals, as well as many other uses.

Cacti are part of the plant order Caryophyllales, which also include members like beets, gypsophila, spinach, amaranth, tumbleweeds, carnations, rhubarb, buckwheat, plumbago, bougainvillea, chickweed and knotgrass.

Cacti are unusual and distinctive plants, which are adapted to extremely arid and hot environments, showing a wide range of anatomical and physiological features which conserve water. Their stems have adapted to become photosynthetic and succulent, while the leaves have become the spines for which cacti are well known.

Cacti come in a wide range of shapes and sizes. The tallest is *Pachycereus pringlei*, with a maximum recorded height of 19.2 m, and the smallest is *Blossfeldia liliputiana*, only about 1 cm in diameter at maturity. Cactus flowers are large, and like the spines and branches arise from areoles. Many cactus species are night blooming, as they are pollinated by nocturnal insects or small animals, principally moths and bats. Cacti range in size from small and globular to tall and columnar.

1. The text above is about?
2. What is the purpose of the text?
3. What is the main idea of the last paragraph?
4. What does the means of distinctive (in paragraph 3)?
5. What is the tallest cactus's name and the smallest cactus's name?

CHERRY BLOSSOMS / SAKURA

Cherry blossoms or sakura are cherry trees and their blossoms. Cherry trees are a symbol of spring for Japanese people. *Hanami* or Flower viewing is a traditional custom in spring to visit some places where sakura are blooming. Japanese people love cherry blossoms, but the origin of this flower is debatable. Some people believe that the flower is from Japan but some others believe that they came from either China or South Korea.

There are 400 different types of cherry trees. They mutate easily. Most of cherry blossom grow in moist low and highland. A place with a little bit moist and protected from sunlight is the best for their natural habitat.

The unique fact of cherry blossom is that their flowers which grow earlier than the leaves. Cherry blossoms have many colors such as white, little pink, and red. Most of the flowers are white or pink with five petals, but there are some flowers with almost a hundred petals.

1. What is the characteristics of the sakura?
2. What is the purpose of the text?
3. What is the word "blooming" means?
4. What is the main idea of the second paragraph?
5. Mentioned one the unique fact about sakura?

Mangrove Tree

A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water.

Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami.

According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami.

There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river.

Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide.

Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated.

Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves.

Any part of root that appears above the water flows oxygen to the plant under water surface. as the soil begin to build up, these roots procedure additional roots that become embedded in the soil.

1. What is the mangrove tree?
2. Where is the mangrove tree can be founded?
3. What is the another term of the mangrove tree?
4. In paragraph 7, we can concluded that.....
5. What is the benefit of this plant?

Napoleon is a favorite fish for divers in many regions of the world. The fish can instantly be recognized by its size, color and shape. It is one of the largest reef fish in the world. They can grow up to 230 cm and weigh 190 kg. They have fleshy lips and a hump over the head that is similar to a napoleon hat. The Hump becomes more prominent with age.

Colors vary with age and sex. Males range from a bright electric blue to green or purplish blue. Mature males develop a black stripe along the sides, blue spots on their body scales, and blue scribbles on the head. Juveniles can be identified by their pale greenish color and two black lines running behind the eye. Females, both old and young, are red-orange on the upper parts of their bodies and red-orange to white yellow.

Napoleon fish are carnivorous and eat during the day. They can be seen feasting on shellfish, other fish, sea stars, sea urchins and crabs, crushing the shells to get the animal within. They also crush large chunks of dead coral rubble with peg-like teeth to feed on the burrowing mussels and worms.

Pairs spawn together as part of a larger mating group that may consist of over 100 individuals. The planktonic eggs are released into the water, and once the larvae have hatched they will settle out on the substrate. Adult females are able to change sex but the triggers for this development are not yet known.

The Napoleon is mainly found on coral reef edges and drop-offs. They move into shallow bays during the day to feed, and tend to move into deeper waters as they grow older and large. Adults, therefore, are more common offshore than inshore.

1. The best title of the text above is?
2. What is the purpose of the text?
3. What is the synonym the word of “*development*” (paragraph 3)?
4. What does the characteristics of Napoleon?
5. What is the main idea of the last paragraph?

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 metres and weighs over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

1. What is the text about?
2. Where is the kangaroo can be founded?
3. What is the characteristics of the kangaroo?
4. What is the main idea of fourth paragraph?
5. What is the colour of the largest kangaroos?

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

1. The first paragraph talk about.....
2. What is the purpose of the text?
3. Mention the characteristics of the elephant!
4. What is the synonym '*clumsy*' (paragraph 2)
5. From the text we can conclude that the elephant is.....

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 M A K A S S A R

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows row of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons.

Lizard digs a cave with its strong claws in the cave at night.

1. What is the komodo dragon?
2. Where is the komodo can be founded?
3. What is the characteristics of komodo?
4. In paragraph 4, the text talk about?
5. What is the synonym of "*found*" (paragraph 2)?

The anaconda is the largest snake in the world. Also known as the Water Boa, this giant, meat-eater lives in swampy areas of tropical South America. It spends a lot of time in shallow water, hidden from unsuspecting prey.

Anacondas are related to boa constrictors. They give birth to 20 to 40 baby snakes at one time. Like all snakes, anacondas are cold-blooded; they have the same temperature as the environment.

They continue to grow all their lives, getting bigger and bigger each year. The longest anaconda ever found was 11.4 m long, there are probably even bigger anacondas that have not been seen.

Anacondas are greenish-brown with a double row of black oval spots on the back and smaller white markings on the sides.

1. What is the text about?
2. What is the main idea of the second paragraph?
3. How long the largest anaconda was found?
4. What is the synonym of "*probably*" (paragraph 3)
5. The last paragraph talk about?

APPENDIX F

Research Instrument

Soal Pre-Test and Post-test Bahasa Inggris Kelas XI (IIS 1)

Name:

Class:

Text for number 1-2

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a layer including ear to keep the animals warm. It uses its tail for storage of fat. It has webbed feet and the large robbery's net. These are species that are closer to those of ducks, than to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length while the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

1. What animal is being described in the monologue?

- a. Octopus.
- b. Rhinoceros.
- c. Platypus**
- d. Mosquitos.
- e. Hippopotamus.

2. How much does the Platypus weigh?

- a. 0.7 to 2.4 kg**
- b. 0.7 to 2.5 kg.
- c. 0.7 to 2.6 kg.
- d. 0.7 to 2.7 kg.
- e. 0.7 to 2.8 kg.

Text for number 3-6

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes).

Snakes have two legs but a long time ago they had claws to help them slither along.

Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their

skin is hard and glossy to reduce friction as the snake slithers along the ground.

Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun's warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizards, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

3. Since the snakes are cold-blooded, they...

- a. Like sucking the cool blood
- b. Avoid sun-bathing to their skins
- c. Never sun bathe in the warm weather
- d. Live on the ground in deserted burrows
- e. Require the sun's warmth to heat their bodies**

4. We know from the text that snakes...

- a. Do not have claws
- b. Do not like sunlight
- c. Have two legs and claws
- d. Use their legs to climb the tree
- e. Use their claws to slither along the ground**

Text for number 5-8

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up to 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows row of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The

adult will prey on the young one as well as the old and sick dragons.
Lizard digs a cave with its strong claws in the cave at night.

5. The main idea of paragraph 5 is ...

- a. Komodo dragons feed on young dragons.
- b. Komodo dragons get their food by hunting.
- c. Komodo dragons are carnivorous and also cannibals**
- d. Komodo dragons are cannibals because they hunt other animals.
- e. Komodo dragons are carnivorous because they eat eggs, meat and rodents.

6. Which of the following is not the characteristic of a komodo dragon?

- a. Rough skin
- b. Strong claws
- c. A long heavy tail
- d. Short, strong legs
- e. Rows of red teeth**

7. The writer's purpose in writing the text is

- a. To retell the events in Komodo Island.
- b. To inform about classification of komodo.
- c. To describe about komodo dragon in general.**
- d. To persuade reader to keep komodo habitat.
- e. To entertain reader with the story of komodo.

8. Komodo dragons are cannibals because ...

- a. They hunt deer, wild pigs, water buffaloes and even horses.
- b. They prey on young ones as well as old and sick dragons
- c. They feed on eggs, lizards, snakes and rodents.
- d. They eat anything they meet.
- e. They will attack in self-defense.

Text for number 9-12

Gold is a precious metal. Gold is used as ornaments or as money. Gold is found in many places, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy substance, it is sometimes found loose on bottom of rivers. The gold is found together with sand and rocks, and must be separated from them. It is simple to search for this type of gold. It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground.

Engineers have developed modern process for removing gold from rocks. Since gold is not very hard, it is sometimes melted and added to other substances for making rings, coins, and art objects. It will be priced forever because it is beautiful, rare, and useful.

9. The best title of the text above is

- a. **Gold**
- b. Type of Gold
- c. Previous Metal
- d. Rare Ornaments
- e. Removing Gold from Rocks

10. The following are associated with gold, EXCEPT

- a. Useful
- b. Precious
- c. Beautiful
- d. Expensive
- e. **Unnecessary**

11. The text above is mainly intended to about gold.

- a. Discuss
- b. Classify
- c. **Describe**
- d. Elaborate
- e. Document

12. “It will be priced forever because....” (Paragraph 4). The word “priced” means

- a. **Valuable**
- b. Worthless
- c. Interesting
- d. Wonderful
- e. Eye catching

Text for number 13-16

Blueberries, cranberries, and huckleberries-like dark skinned bunch grapes-contain restorative, a potential anticancer agent. That’s a new finding from preliminary data from ARS collaborative studies with Rutgers University-New Jersey and Ag Canada, Kentville, Nova Scotti. Restorative protects dark-skinned bunch grapes from fungal diseases and provides health benefits to consumers, including protection from cardiovascular disease. The compound’s anticancer potential warranted its examination in other fruits. Using gas chromatographic and mass spectrometric procedures, the scientists measured

the restorative content of 30 whole fruit samples of blueberry, cranberry, huckleberry, and related plants representing 5 families and 10 species of Vaccination fruit. They found that several samples contained varying amounts of the compound. Analysis of extracts of the skin, juice/pulp, and seed of muscadine grapes showed that its concentration in fruit skin was highest. Levels in the juice/pulp were much lower than in either skin or seeds. Researchers are continuing to analyze more Vaccination and muscadine samples. Future research goals will include enhancing production of restorative in selected species.

13. What does the second paragraph talk about?
- More Vaccinium and muscadine will be analyzed.
 - Researchers plan to produce resveratrol in large scale.
 - Several samples contains various amount of resveratrol.
 - The experiment showed that resveratrol is mostly concentrated in the fruit skin.
 - The experiment analyzes 30 fruit samples of blueberry, cranberry and huckleberry.

14. How many fruit samples are used in the research?
- 3
 - 5
 - 10
 - 25
 - 30

15. What is the purpose of the text?
- To tell kinds of fruits
 - To describe some fruits
 - To persuade people to keep health
 - To inform the importance of research on fruits
 - To report the result of a research on certain fruits

16. We can conclude that the research will be...
- Stopped
 - Continued
 - Postponed
 - Carried out
 - Minimized

Text for number 17-18

Jasmine is a native flower to some tropical areas in South Asia, Africa and Australia. In India, some varieties of Jasmine are used for religious purposes. The flower can grow up to 3 meters high and 2 meters wide. It releases its fragrance

mostly after the sun sets especially nearing the full moon. Therefore, it is often associated with soothing night- time moods.

The planting of Jasmine is started by putting some cuttings in 3 inch posts within 4 weeks. After the roots grow, they are put into 6 inch pots. The soil in the pots should be kept moist but possible for the water to go through it for optimum growth.

There are some important advantages of Jasmine. In medication, this flower is often used for soothing headaches, stimulating brain, and restoring balance. Its extract is also widely used in the making of perfume.

17. What is the main idea of the last paragraph?

- a. Jasmine is grown worldwide
- b. Jasmine has various benefits**
- c. Jasmine can cause headache
- d. There are some varieties of Jasmine
- e. Kind of Jasmine

18. ” ... it is often associated with ... ”, The word “associated” in is closest in meaning to

- a. Attached
- b. Connected**
- c. Compared
- d. Propagated
- e. Gained



Text for number 19-20

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Ant-eaters are perhaps the most curious looking animals. Their long head and snout look like tubes, and they have no teeth at all. Their front legs are very strong and armed with heavy curved claws with which they break open the nests of ants and termites and then, when the insects rush out, use their long, sticky tongues to lick them up at great speed.

True ant-eaters are found in the swamps and forests of central and South America. Scaly ant-eaters, or pangolins, are found in Africa and tropical Asia.

Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals. One of them is the ant-bear, which lives on the plains of South and Central Africa. This has long, erect ears but short blunt claws, an almost hairless tail, yellow brown in color. Unlike the true ant-eaters, it has small teeth.

19. What is the ant-bear?

- a. The animal has long, erect ears and small teeth
- b. The animal looks like a pangolin.**
- c. The animal has no sticky tongue

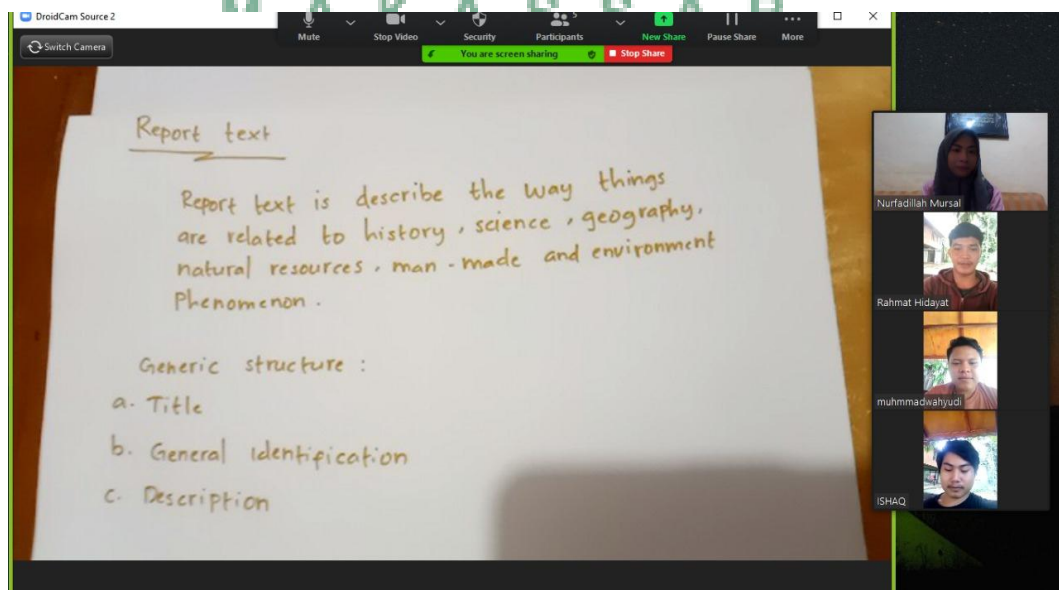
- d. The animal does not like to eat ants.
- e. The animal belongs to ants' group.

20. From the passage above, we can conclude that....

- a. all ants are friends of other insects
- b. ants live in the disgusted places
- c. ants are classified as predators
- d. ants belong to the insect group
- e. ants usually eat death animals








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Zoom Meeting 40-Minutes

Speaker View

 nurfadillah mursal	qanaya	 rahmat hidayat	Uga Dzv	adinda
 Putri Nurhaliza	Ahmad	rafiqah nafisha	 Mohammad Djafar	Amanda
Cyro	Shafwan Fariz	Naufal Rozan	Arpha	 Nur Fauziah

Mute Start Video Participants Chat Share Screen Record Reactions Leave

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CURRICULUM VITAE



Nurfadillah Mursal was born in Sinjai, South Sulawesi, on August 11th 1998. She is the third child of five siblings from Muh. Mursal and Suharti Arsyad. The researcher was graduated from elementary school in 2010 from SDN 2 Balangnipa Sinjai Utara. Then, she continued her school in SMPN 1 Sinjai Utara, South Sulewesi and graduated in 2013. For 3 years, she studied in SMAN 1 Sinjai Timur and graduated in 2016. In the same year, the researcher decided to enroll in Alauddin Islamic University of Makassar by choosing English Education Department and was successfully accepted as one of the students, particularly as the students of PBI 2016, class 1-2. When she studied in the university.

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